Essential Learning for All About Unit

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| Lesson | Language | Reading | Writing |
| **1** | Read *Koalas*. Discuss what they already know about non-fiction texts. | I can use what I already know about a topic to help me understand a non-fiction book. | I can identify attributes of all-about books. |
| **2** | Read *Going to School*. Discuss the Table of Contents and how it helps us read a non-fiction book. | I can use what I already know about a topic to help me understand a non-fiction book. | I can make a table of contents for my All About My Family book. |
| **3** | Read *Dogs*. Discuss the text structure of nonfiction texts. | I will read a nonfiction book differently than I read a fiction book. | I can plan each chapter of my All About My Family book. |
| **4** | Read *Dogs* again and look at ways the author helps them learn information about dogs. | I will read a nonfiction book differently than I read a fiction book. | I can make a web to plan what I am going to write in each chapter of my book. |
| **5** | Have an example of a map with directions. Make the connection that this is a “real-world” example. | I can recognize informational text and access information on my own. | I can write each chapter of my All About My Family book. |
| **6** | Read *Feeding Time at the Zoo*. Discuss nonfiction text features. | I can tell what I learned from a nonfiction book. | I can use a labeled diagram to make my All About My Family book even better. |
| **7** | Reread *Feeding Time at the Zoo.* Discuss nonfiction text features. | If I reread a nonfiction book, I will probably learn something new. | I will revise and edit my All About My Family book. |
| **8** | Read *A Kangaroo Joey Grows Up*. | I can tell what I learned from reading a nonfiction book. | I will choose a topic and make a table of contents for my all-about book. |
| **9** | Reread *A Kangaroo Joey Grows Up.* Discuss what the students “wondered or learned”. | I will ask questions as I read. I will put a sticky note in a place where I learn something or wondered about something. | I will plan each chapter of my all-about book. |
| **10** | Reread *A Kangaroo Joey Grows Up*. Provide examples of wondering and questioning as we read. | I can wonder and question as I read. | I will write each chapter of my all-about book. |
| **11** | Read an example of a response to a nonfiction text. | I can identify what I learned from reading a nonfiction book by doing a response. | I will create a labeled diagram for my all-about book. |
| **12** | Read the first part *A Harbor Seal Pup Grows Up*. | I can use wondering and questioning to help me understand nonfiction text. | I will learn the difference between fact statements and feeling statements. |
| **13** | Read the rest of *A Harbor Seal Pup Grows Up.* | I can use wondering and questioning to help me understand nonfiction text. | I will learn to use question-and answer structure in my all-about book. |
| **14** | Read some of the students favorite parts of *A Harbor Seal Pup Grows Up.* | I can make a timeline with a sequence of events to help me understand nonfiction texts. | I will revise my all-about book. |
| **15** | Read *Throw Your Tooth on the Roof.* | I can visualize and make connections to my own life to help me understand what I am reading. | I will continue to revise my all-about book. |
| **16** | Read the section “Teeth Are The Same All Over the World” from *Throw Your Tooth on the Roof*. | I can use labeled diagrams to get information about topics to help me understand nonfiction texts. | I will organize my writing into categories and revise my table of contents for my all-about book. |
| **17** | Read the first part of *A Look at Teeth.* I can contribute ideas that are different from other people’s ideas. | I can describe what I am learning and wondering as I read nonfiction texts. | I will edit my spelling in my all-about book. |
| **18** | Read the second part of *A Look at Teeth*. | I can describe what I am learning and wondering as I read nonfiction texts. | I will edit for punctuation in my all-about book. |
| **19** | Have a collection of the nonfiction texts that we have read. | I can describe what I am learning from nonfiction texts and become an active reader. | I will use a rubric to revise and edit my writing. |
| **20** | Read *Raptors*. Review wondering and asking questions. | I can stop and wonder during read-aloud text, so I understand how to read nonfiction texts for meaning. | I will finish my all-about book. |
| **21** | Reread *Raptors*. | I can stop and visualize during read aloud text, so I understand what I am reading. | I will practice reading my finished all-about book. |
| **22** | Reread Raptors. | I can write a response to a nonfiction text. | I will celebrate my hard work and my classmates hard work. |
| **23** | Have a collection of nonfiction books with an index. | I can use an index as a tool to look up specific information in a nonfiction book. | I will share my all-about book with another class. |